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Spelling in the Classroom

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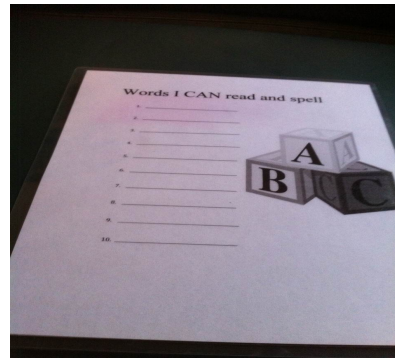
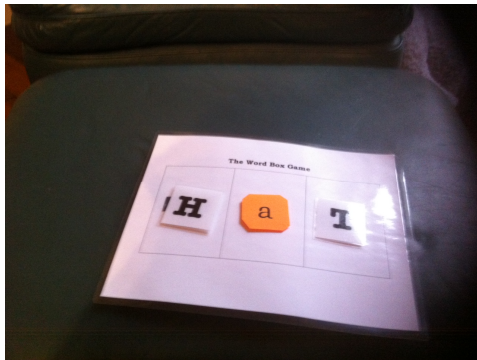
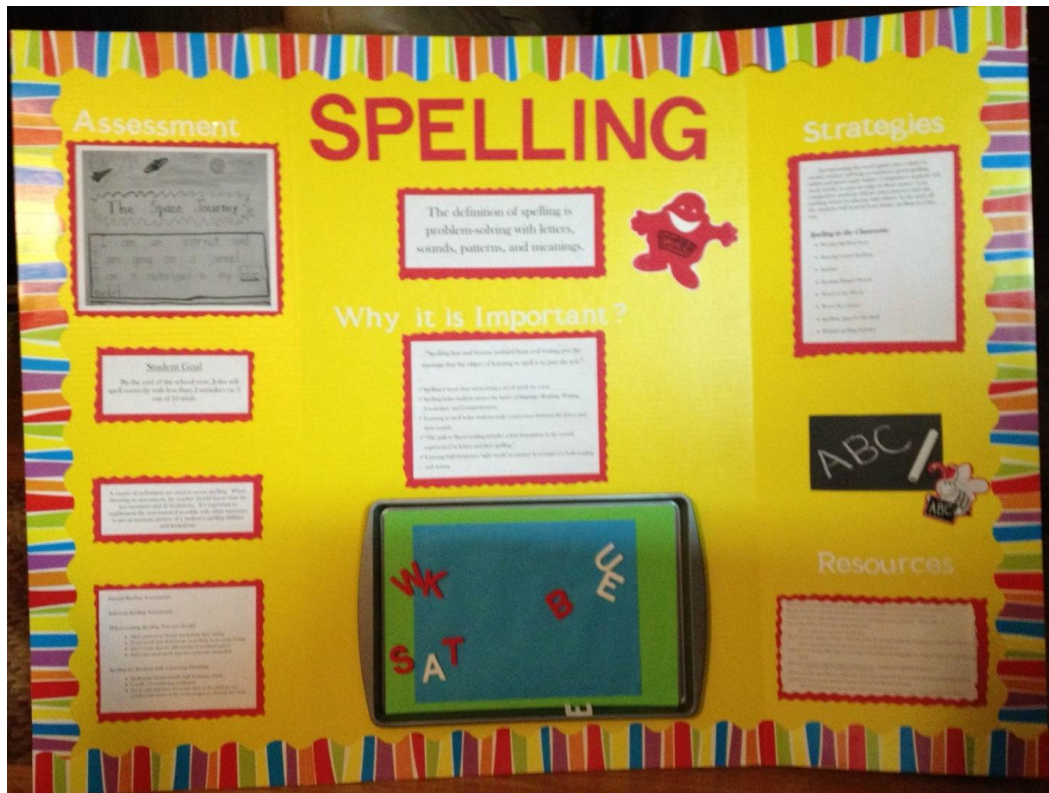
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Abstract

This poster introduces research based information for teaching spelling in the classroom. The focus of the poster further explains “Why is spelling important?” and “How spelling can be effectively implemented into the classroom?” Research was conducted by examining multiple media sources such as textbooks, journal articles, and online databases using the keywords: spelling, strategies, and interventions. The reviewed research showed that spelling correlates with reading, writing, vocabulary, and reading comprehension. Research-based strategies that are effective in the primary classroom include weekly spelling stories, spelling magnet boards, and various spelling games. Incorporating fun word games into a daily or weekly routine helps to reinforce/improve effective spelling habits. A variety of techniques are used to assess spelling. It is important to supplement the assessment with student work to get an accurate picture of a student’s spelling abilities and limitations. It is essential for the teacher to create an effective environment in the classroom to support spelling. An effective environment includes many opportunities for students to practice strategies they have learned and for the teacher to conduct ongoing spelling assessments.

Spelling Poster and Additional Materials



Additional Spelling Information

A variety of techniques are used to assess spelling. When choosing an assessment, the teacher should know the material being assessed and the limitations. It's important to supplement the assessment if possible with other measures to obtain an accurate picture of a student's spelling abilities and limitations.

When creating a spelling test:

- Allow students to choose words from their writing
- Teach words that students are most likely to use while writing
- Select words that are different but fit a related pattern
- Select and teach words that are commonly misspelled

Spelling for Students with a Learning Disability

- Spelling list should include high frequency words
- Usually 5-10 words per spelling list
- Try to only introduce 2-3 words daily so the students can practice and master as he or she progresses through the week.

Study Strategy for Students with LD

This strategy has been found to increase immediate recall of words for students with learning problems:

1. Say the word
2. Write and say the word
3. Check the word by comparing it to a model
4. Trace and say the word
5. Write the word from memory and check.
6. Repeat 1-5.

Spelling Strategy:

—S - spot the word

—P- picture the word

—E- eyes closed

—L- look to see if the visual picture is correct

- L- look away and write the word
- E- examine the spelling word by checking it
- R- repeat the procedure if the word is spelled incorrectly or reward if spelled correctly

(McDowell, Martinson, Kmiech, Shull & Johnson, n.d.)

Additional Technology Resources:

- ❖ www.spellingcity.com
- ❖ www.edHelper.com
- ❖ www.pbskids.org/games/spelling.com
- ❖ <http://www.spellingbeethgame.com/>
- ❖ <http://www.kidsknowit.com/>

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